



Minutes Freyberg High School Pasifika Fono

Convened: 7.30pm, Wed 7th March 2012
Where: Freyberg High School Staff Room



Staff Present: Peter Brooks, Tangi Utikere, Karen Lee, Robert Elder, Emma Aitken, Whāea Sharon Nikora, Leigh Scott, Kate Geard, Sharleen Nathan, Gaylene Edmonds, Helen Green and Whāea Jacque Kareko

Guests Present: Semo Auvaa and Karina Taopua

Apologies: Chris Chimayange

Minutes: Tangi Utikere

Welcome, Introductions and Fono intent: Mr Utikere

First Speaker: Mr Brooks – NCEA, Tangi Utikere Pasifika Scholarship Award



Speaker: Numeracy – Mr Elder

Speaker: Literacy – Miss Aitken, Ms Geard

Speaker: Pastoral, Guidance and Discipline – Mrs Nathan

Speaker: Pasifika Fusion 2012 – Ms Scott, Ms Edmonds

Speaker: Freyberg Involvement, ASB Polyfest 2013 Feasibility Study Fale Samoa – Mr Utikere

Speaker: On Campus Experience Scholarship – Mrs Green

❖ **Dance item: Pasifika Group – Salvation & Paddy**

- ❖ Kate excused herself from the Fono discussion
- ❖ Gaylene and Helen took the Pasifika students home

❖ **Informal Discussions**

- **Peter** – Divide PI students to ‘connect’ with PI students as a way to engage.
- **Whāea Sharon** –
 - ❖ Staff to get in touch with PI community; such as attend church service to engage.
 - ❖ Interpreters within school to portray vision, goals etc.
 - ❖ Likes idea of PI governance
 - ❖ Would like to hear from PI students anecdotal stories about their experiences
- **Leigh Scott** –
 - ❖ Unit Standards for Pasifika Students?
 - ❖ Advertise for teacher aides with language skills
- **Karina Taopua** –
 - ❖ Here to support her children. Her children have found it hard in the Rumaki as English is 2nd language and they really want to connect with their PI side, but there isn’t the same opportunity.
 - ❖ Supports engaging with PI community, but within groups that have similar churches.
 - ❖ Numeracy is difficult to understand, relates Math to real life experiences for her son e.g. rugby
- **Whāea Jacque** – Introduces Semo Auvaā
- **Semo Auvaā** –
 - ❖ Education is the key to success
 - ❖ Language barriers make transition very difficult
 - ❖ Shyness should be expected of PI children in the classroom
 - ❖ Respect for teachers is paramount

- ❖ When he received the invitation, the first thing he looked at was the image of the fale Samoa. Semo described the importance of having the PI equivalent of a tūrangawaewae for Māori, or a place to stand. He went on to reiterate that PI people will always gravitate to a fale as this reflects their culture.



- ❖ Recommend holding a 'Fia Fia night' for parents who have children attending Pasifika Fusion. This he believed would get PI parents in the door! Children are they key – especially if the children are performing.
- ❖ PI's never ask questions.
- ❖ Imperative to have BOT involvement.
- ❖ Encourage PI parents to assist with HW at home
- ❖ Very important to have translators and that staff be sensitised to gender/cultural considerations. Other students should not act as translators as the can cause enormous embarrassment for PI parents and invade privacy in the PI community.

❖ **Summation of main points** – Tangi

1. **'Fia fia night'** – can run part of Pasifika Fusion during the dress rehearsal the night before the performance.
2. Explore PI connections – churches etc.
3. Continue to pursue/educate PI community about the importance of **BOT involvement**.
4. **Translators** – necessity to compile a bank of translators (where appropriate)
5. **Samoaan/Cook Island language as a NCEA subject**. Consider when advertising for future **teacher aides** whether they have PI language fluency and could support this initiative.

❖ **Prayer** – Semo Auvaa

❖ **Refreshments**

